

1

Our lives

Curriculum coverage

Listening and speaking

- Listen for information in a radio programme
- Listen for information about people's lives
- Describe places
- Talk about events in the past
- Express feelings, likes and dislikes

Skills

Lr/E3.1a, 2a, 6b
Lr/E3.2d, 2e, 5b
Sc/E3.1a, 1b, 4a, 4c, 4f
Sc/E3.3b, 3d, 4b, 4c
Sd/E3.1c

Reading and writing

- Read factual information
- Punctuate a text
- Write in short paragraphs
- Write using complex sentences
- Practise spelling

Skills

Rt/E3.1b, 4a, 7a
Rw/E3.1a
Wt/E3.1a, 1b, 2a, 4a
Ws/E3.1a, 2a
Ww/E3.1a, 1b

Key functions

- Giving clear statements of fact
- Giving personal information
- Asking for personal or factual information
- Asking for descriptions of places/things
- Describing and comparing places
- Giving factual accounts/explanations/narrating events in the past

Key grammar

- Review of past simple
- Past continuous
- Reported statements
- Relative clauses

Resources to support the unit

- Audio player and recording
- Dictionaries
- Access to computers and the Internet if possible
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Map of the world (teacher's own)
- Pictures from countries in the unit: Colombia, Turkey and Bangladesh (teacher's own)
- Pictures from the countries of learners in your class (teacher's own)
- Atlases, text books, reference books with information and pictures of other countries, international cuisine etc. (teacher's own)

Page 1

Our lives

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

N.B. This topic is deliberately presented in a fairly neutral way in this unit. The teacher needs to be sensitive in drawing on learner experiences given their very different personal histories and backgrounds.

Task

- Elicit the countries from the flags/photos and provide the country names if necessary (Colombia, Turkey, Bangladesh).
- Discuss the questions with the learners.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Pages 2 and 3

Describing a country

Materials

- World map (or maps of Latin America and the eastern Mediterranean)
- Pictures from Colombia and Turkey, if possible

Rationale

To use a variety of strategies for dealing with factual information in texts; to use the language of instructional text to write sentences about a country

Activity A *Reading about a country*

Pre-task activity

- Use the world map as a warm-up activity, getting learners to identify and share where they come from. Review the names and the location of continents; review geographical concepts, e.g. compass points, grid referencing systems, proportionate sizes, scales etc. Locate Colombia, Turkey and Bangladesh if not already covered.
- Share information about Colombia.

Task

- Elicit from the learners what sort of information could possibly be found in this type of text.

- Read the text to check what sort of information is included.
- Allow learners to read and complete task 2 without too much guidance, but assist if necessary.
- Feedback.
- Complete task 3 as a group or individually, as appropriate.
- Encourage learners to identify the parts of speech of the words in task 4 and to use this information to help them complete the task. They can also try mentally replacing likely words in the text with the words/phrases from the task to see if they fit.
- Feedback.

Differentiation

- Allow learners to complete the activity at their own pace and use an extension activity for faster learners.
- Simplify task 4 by providing the words, i.e. making it a matching task.

Extension

- Learners write extra questions about the text for other learners to answer.
- Create a vocabulary gap-fill worksheet, placing words from the text into sentences.

Activity B *Writing about a country*

Pre-task activity

- Ask learners what they know about Turkey. Approach this sensitively if there are refugees/asylum seekers from the region in the group.

Task

- Look at the information in the table and the map and discuss it. At this point, learners may want to point out that Kurdish is also spoken in Turkey.
- Complete answers to the questions orally.
- Learners use the answers to write a short text about Turkey.
- Monitor and provide extra language as needed, e.g. *Many people also speak Kurdish.*
- Feedback. Discuss common errors.

Extension

- Learners write about their own (or another) country.

- Provide a gapped text about a country with the missing words in a word box. The gaps could be verbs or nouns.

Page 4

Describing a city

Materials

- Audio – radio programme about Bogotá
- Pictures of Colombia/Bogotá, if possible

Rationale

To use a variety of strategies to approach a listening text; to present and practise useful structures for the description of places

Activity A *Listening to information about a place*

Pre-task activity

- Discuss the type of information that might be found in a travel programme.

Task

- Learners tick the topics they think might come up.
- Play the audio for learners to check their predictions.
- Give learners time to read the adjectives and nouns in task 2. Elicit the meaning of the vocabulary.
- Play the audio again. Learners match the adjectives and nouns.
- Feedback and discuss any new lexis.
- Allow learners to listen again and read the audio script if appropriate.

Differentiation

- Learners complete the tasks in pairs of more and less confident learners.

Extension

- Learners write true/false statements based on the script.

Activity B

Language: describing places

Pre-task activity

- Elicit any knowledge that learners may have of Dhaka and Istanbul.

Task

- Read through the two dialogues and ask learners to make informed guesses about what could fill the gaps.
- Play the audio as many times as necessary for learners to fill in the gaps for the first dialogue.
- Feedback.
- Do the same with the second dialogue.
- Feedback.
- Highlight the way in which clarification and further information are sought (repetition – *What do you mean?*) and how interest is shown (*Really?*).

Differentiation

- Provide the words to go in the gaps in the wrong order for less confident learners.

Activity C

Talking about a place

Pre-task activity

- Identify the key structures and lexis from Activity B.
- Elicit new sentences from the learners using this language and write them on the board.
- Practise the pronunciation of language where necessary.

Task

- Encourage learners to think of a city, town or village they know well. They can choose a place in the UK or invent a place if they do not feel comfortable talking about somewhere in their home country.
- Provide a model by telling learners that you are going to talk about a particular place (give the name).
- Instruct them to ask you about this place. Give some information and encourage them to respond to you as in Activity B.
- Learners work in pairs. They take it in turns to talk to each other about a place and ask each other questions.
- During feedback, learners tell you any new and interesting information that they discovered.

Differentiation

- Organise learners in groups of less confident and more confident learners. Learners talk and respond to the extent that they are able.

Extension

- Learners prepare a more formal talk about a place.

Page 5

Comparing places

Rationale

To review language for making comparisons; to review structures for giving opinions and expressing feelings; to encourage learners to proof-read their work

Activity A *Reading: comparing places*

Pre-task activity

- Learners read the text to find out how Mehmet feels about living in Bristol. Clear up any queries regarding meaning.

Task

- Learners read the text again and underline all the places where Mehmet compares Bristol and Istanbul.
- Elicit how the comparative is formed. Provide the following if it is not forthcoming:
- To compare two places/things:
 - **X is/are ...er than y.** e.g. *Turkey is hotter than England.*
 - Use **-er** for adjectives of one syllable or two syllables if the second syllable is **y**.
 - **X is/are more ... than y.** e.g. *Istanbul is more chaotic than Bristol.*
 - Use **more ...** for adjectives of two or more syllables.
 - **Both x and y are ...** . e.g. *Both Bristol and Istanbul are ports.*
 - **In x ... , but in y ...** . e.g. *In Turkey, everybody takes off their shoes when they go into a house, but in the UK most people don't do that.*
- Elicit sentences from learners comparing different places. Write some of them on the board as models.

Extension

- Create a gap-fill worksheet. Learners put in the correct form of the comparative from a choice of two (**-er/more ...**).

Activity B

Proof-reading

Task

- Present the task. Do the first sentence together.
- Learners complete the next three sentences and compare answers with each other.
- Feedback.
- Ask learners if they make similar mistakes. Discuss the sort of mistakes each person tends to make.
- Encourage learners to proof-read their work carefully, looking for errors that they know they often make.

Extension

- Create a worksheet with further examples for proof-reading. Learners complete this at their own pace.

Activity C

Writing: comparing places

Task

- Explain that learners will write a short text comparing two places of their choice.
- If you want to ensure that learners finish the task at roughly the same time, set a time limit. Learners write to their ability within that time limit.
- Monitor and give help as necessary.
- Learners give their completed text to another learner for proof-reading.
- Feedback on common errors.
- If volunteers are forthcoming, some learners can read out their texts.

Extension

- After checking learners' texts, select common errors and create sentences for proof-reading in a subsequent lesson.

Page 6

Childhood days

Rationale

To review the past simple; to raise awareness of the pronunciation of *-ed* endings; to review the formation of past tense questions

Activity A *Language: past simple*

Task

- Revise regular and irregular verb endings. Put examples on the board.
- Learners work in pairs and read the text, then underline all the past-simple verbs.
- Check as whole group.
- Learners then list the regular and irregular verbs.
- Feedback.
- Review the formation of the regular past simple. Include the *-y → -ied* spelling rule.

Activity B *Pronunciation of -ed endings*

Task

- Look at the three examples in the table and elicit the correct pronunciation.
- Learners work individually or in pairs to put the verbs into the correct columns.
- Read the verbs out for them to check and correct their attempts.
- Discuss the rule for pronunciation: regular verbs ending *t/d + ed = /ɪd/*; verbs ending in a voiced consonant (e.g. *b/d/z/v*), a vowel (*y (ie)*) or *r/w/l* = */d/*; verbs ending in a voiceless consonant/sound (e.g. *p/k/sh*) = */t/*.
- Techniques for enabling learners to recognise the difference between voiced and voiceless sounds include touching the throat and feeling the difference in vibration between minimal pairs, e.g. *bat/pat, tuck/tug*; and putting a piece of paper in front of the lips and observing the difference in movement between minimal pairs, e.g. *pat/bat, tot/dot*.
- Learners practise repeating the verbs after you.
- Elicit other verbs that can go into each column.

Activity C

Speaking: events in the past

Pre-task activity

- Write the answers to some questions on the board, e.g. *1992, Aylesbury, physics*.
- Elicit possible questions to go with the answers, e.g. *When did you get married? Where were you born? What did you study at university?*
- Review the formation of past simple questions.

Task

- Learners write at least one past simple question using each verb.
- Check that they have produced correct questions and clear up any errors/queries.
- Learners work in pairs to ask and answer their questions.
- Encourage them to extend their dialogues by asking for clarification and further information.

Page 7

Coming to Britain

Rationale

To understand the structure of a narrative at text and sentence level

Activity A *Reading a narrative*

Pre-task activity

- Ask learners what sort of information they would expect to find in an account of coming to Britain.
- Elicit clues to sequential order to establish prior knowledge/understanding.

Task

- Learners read the paragraphs and put them in the correct order.
- Feedback.
- Ask learners how they knew how to put the paragraphs in order. Discuss their replies. Highlight any examples of the time expressions used in the text.
- Explain task 2 and find the examples from the table in the text. Complete another two examples together. Learners then complete the task individually or in pairs.
- Feedback. Clear up any queries.

- Learners find an example of the four tenses given in task 3. Complete an example together.
- Feedback. Clear up any queries.
- For task 4, take one of the paragraphs and, as a class, think of suitable subheadings. Learners work in pairs to provide suitable subheadings for the other paragraphs.
- Feedback.

Differentiation

- Learners work together in pairings of differing abilities.

Extension

- Create a worksheet to practise the time expressions from task 2. Extend use of time expressions by giving more complex examples, e.g. *subsequently*, *previously*, and add substitution exercise.

Page 8

Past continuous

Materials

- Photocopiable resource – jigsaw texts

Rationale

To present and practise the past continuous; to highlight and practise the weak form /ə/

Activity A

Language: past continuous

Task

- Look at the sample sentence. Ask questions such as *What was she doing when they offered her a job in the UK? Which is the longer action? Did she begin working in their factory in Bogotá before they offered her the job in the UK?*
- Check learners understand that we use the past continuous (*I was living*) with the past simple (*they offered*) to say that a shorter action or event happened in the middle of another longer action or situation.
- Draw a time line to illustrate the sentence:

when they offered me promotion and a job in the UK



I was working as a scientist in their factory in Bogotá.

- Learners underline the past continuous and past simple in the two sentences in the speech bubbles. Illustrate these with similar timelines.
- Give more examples if necessary. Use learners' own contexts.
- Learners complete task 3. Complete the first sentence if there seems to be confusion.
- Feedback.
- For task 4, focus attention on the three sentences in task 3. Read the first phrase of each sentence, ensuring that *was* is weak and pronounced /wəz/ and the first syllable of the verb is stressed: *I wəz praying/It wəz raining/I wəz crying.*
- Learners underline the stressed syllables.
- Elicit the pronunciation of *was*.
- Read the phrases. Learners repeat after you.
- Drill the phrases if appropriate focusing on accuracy of form and pronunciation.
- Learners practise the phrases in pairs.

Extension

- Create a longer gap-fill worksheet for further practice.

Activity B

Using the past continuous

- Learners work in groups of three. Give each group the nine sections of text from the photocopiable resources. They spread these on the table, sort them into three short narratives and put them in order.
- Feedback.
- Then remove the text and, as a group, retell the stories. Note learners' responses on the board and correct together.

Differentiation

- Give less confident learners a writing frame to construct their own life stories.

Extension

- Confident learners can create their own life stories.

Page 9

Moving to a new place

Rationale

To structure the main points of writing in short paragraphs; to write a text comprising short paragraphs

N.B. Be aware that coming to the UK may be a sensitive topic for some learners.

Activity A *Planning your writing*

Task

- Explain to learners that they are going to write a short text about moving to a new place. If you have completed page 7, remind them of that.
- As a group, discuss the sorts of ideas that might be included in such a text. Note the ideas on the board in the form of a web map.
- Learners complete a web map for themselves. If they do not wish to write about themselves, they can write about someone else. You could prepare some facts about an imaginary person for people who have no one to write about.
- Read the 'Remember' box together.
- Use the web map that you completed on the board for task 1. Show how the notes can be put into paragraphs.
- Learners group their notes into three or four paragraphs.

Activity B *Writing about moving to a new place*

Task

- If you have completed page 7, refer learners to the time expressions in task 2. Encourage them to consider how they could include some of them in their writing.
- Learners use the notes from Activity A to write their narrative.

Page 10

Reporting what someone said

Materials

- Audio – Leila
- Pictures of Bangladesh/Dhaka if possible

Rationale

To listen for specific information and for grammatical detail; to present and practise reported speech; to ask for personal information, facts, opinions and feelings

Activity A *Listening: an interview*

Task

- Focus attention on the photograph and read through the questions in task 1.
- Play the audio. Play it again in sections as often as necessary while learners take notes.
- Feedback and check answers.
- For task 2 learners complete the questions before checking by listening to the audio again.
- Feedback.

Differentiation

- For less confident learners provide partially completed answers for tasks 1 and 2.

Activity B *Listening to reported speech*

Task

- Read through the 'Remember' box at the top of page 11. Provide further examples on the board.
- Read through the gap-fill text.
- Elicit probable answers to one or two of the gaps.
- Play the audio as often as necessary as learners fill the gaps.
- Feedback.

Activity C *Reading reported speech*

Task

- Read the text together and check comprehension.
- Show how the sentence from the text corresponds to the example. Complete the second one together.
- Learners complete the rest of the task.
- Feedback. Clear up any queries.

Extension

- Create a similar, longer worksheet.
- Create a worksheet where learners have a dialogue of direct speech which they have to rewrite in reported speech.

Activity D

Interviewing someone else

Task

- Review the questions from Activity A and elicit further questions.
- Learners work in pairs to interview each other. Ensure that learners feel comfortable about refusing to answer questions. Provide ways to refuse such as *I'm sorry, I'd rather not answer that.*
- Encourage learners to take brief notes.
- Monitor and help with vocabulary etc. as necessary.
- Feedback.
- Learners write up their interview using reported speech.
- Encourage learners to proof-read their work.
- Volunteers can, with their partners' permission, read out their report.

Differentiation

- Learners will write to the extent that they are able. Modify the amount of support you give depending on the learner – give phrases to aid completion.

Page 12

Making longer sentences

Materials

- Audio – Mehmet's childhood

Rationale

To present and practise relative clauses

Activity A *Listening: relative clauses*

Task

- Read through the sentences together.
- Listen to the audio. Learners fill in the gaps.
- Feedback.
- Read through the 'Remember' box together and clear up any queries.
- Provide further examples on the board.

Activity B

Combining sentences

Task

- Complete the first sentence together.
- Learners complete the next two sentences on their own.
- Feedback. Clear up any queries.
- Work extra examples on the board. Ask learners for examples.

Extension

- Create a worksheet along the same lines to provide further practice.
- Create sets of paired sentences, along similar lines, on separate cards. Distribute to the class. Learners mingle, match and make a compound sentence. They write this up or read it to the group.

Activity C

Using relative clauses

Task

- Explain the task to the learners.
- Provide your own examples.
- Give learners time to prepare. They write a list of items (or find things in their bags) and think about why they are important.
- They work in small groups and take it in turns to explain why the items on their lists are important, using relative clauses.

Page 13

Spelling and vocabulary

Materials

- Dictionaries

Rationale

To present/review the 'double the letter' spelling rule; to understand the relationship between nouns and verbs; to expand vocabulary

Activity A

The 'double the letter' rule

Task

- Learners read the sentences in task 1.
- Elicit the 'double the letter' rule. Ensure that the following points are covered:
If a word ends in one vowel and one consonant, when you add a suffix (-ing, -ed, -er, -est), the consonant is double:
rob→robbed stop→stopping jog→jogger
- Elicit more examples and put these on the board.
- Complete the first example from task 2 together.
- Learners complete the remaining sentences in task 2, doubling the letter if necessary.
- Feedback. Clear up any queries.

Differentiation

- Correction exercise choosing correct form, e.g. *I (hoped/hopped) to buy a car for my birthday.*

Extension

- Create further exercises if you feel more practice is needed.

Activity B

Word building

Task

- Revise/check the meanings of the words in the table.
- Revise the organisation of dictionaries.
Demonstrate how *lonely/loneliness* are shown in the dictionary.
- Learners complete task 1 individually or in pairs, referring to dictionaries.
- Feedback.
- Learners then use the dictionary to convert the words in the box in task 2 into adjectives and place them in the correct column.
- Feedback.
- Elicit any further words to go into the columns.

Page 14 Project

Materials

- Access to computers and the Internet if possible
- Access to a library/learning resources centre

- An example of a travel guide, sample brochures and maps

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio, progress record and ILP review

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Activity A

Finding information about a place

Task

- Ensure that learners understand what they have to do.
- Help them to form groups of three or four. They do not have to work in groups from the same country, or to work on a country of origin of any member of their group.
- Support the learners as they make decisions about what to include and where to find information.

Activity B

Writing about a place

Task

- Learners work together to decide how to present the guide.
- Encourage learners to divide tasks between them.
- Learners decide on an appropriate and practical method of presenting their guide and then create their presentation.

Page 15 Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Page 16

Mini-projects

Materials

- Access to computers and the Internet if possible

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Photocopiable resources

Pages 1 and 2

Activity

Alicia was working as a waitress in Rome when she met her future husband, Jack.

She came to live with Jack in Oxford in 2001.

She was studying at college last year when she found out she was pregnant.
She was delighted.

Alex is a student in Manchester.

He was living in Hong Kong when he heard about coming to the UK.

Now he lives with his aunt and uncle. He's enjoying student life.

Fenda was teaching in a primary school in Aden when she and her husband
decided to move to the UK.

They arrived in Liverpool in 1985 and opened a newsagent's.

Fenda was working as a volunteer in a language centre when she got the job
of ESOL tutor in 1996.